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EDUCATION WEEK

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Pittsburgh School Aims at Cultural Harmony

'Global Education' Is Program Goal

By Peter Schmidt

Barbara Ries/USA Today

Regina Baker, an art teacher, works with Yolanda Dorsey and Donald Frazier at the Prospect 3-M Center in Pittsburgh.

PITTSBURGH—Principal Robert Pipkin stands on the front steps of what was formerly Prospect Middle School and peers down a hillside at the city that has given him a student body rich in diversity.

In the foreground are the modest, well-kept homes of Mt. Washington, a mostly white, blue-collar area whose residents sometimes reminisce about the days before student busing, when Prospect was a neighborhood school and its pupils seemed more familiar and better behaved.

In the background is the skyline of Pittsburgh, a city carved by its hills, rivers, and highways into a mosaic of such tight-knit neighborhoods, many predominantly white or black, some with a distinct ethnic flavor.

Since 1980, when the district implemented a state-mandat-

Continued on Page 28

Court To Decide On Obligations in Unitary Districts

By William Snider

WASHINGTON—The U.S. Supreme Court last week agreed to decide whether school boards have a continuing obligation to adhere to court-ordered desegregation plans once their districts are declared "unitary," or legally desegregated.

The case, *Board of Education of Oklahoma City Public Schools* v. *Dowell* (Case No. 89-1080), is the first major desegregation case accepted by the Justices in nearly a decade, and could settle one of the main unresolved issues in the field.

The Court's decision in the case could have a significant impact in dozens of school districts that have fulfilled desegregation orders and been declared unitary, but are unsure whether they must seek court approval to change student-assignment plans, civil-rights experts say.

"Currently, there is no 'law of the land' relative to the rights and obligations of school boards after the trial court determines that a formerly segregated school system is 'unitary,' " the National School Boards Association said in a friend-of-the-court brief urging the Justices to hear the case.

"The lack of clarity in the law may force school boards to decline to make any changes

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States Reject Plans To Deny Licenses To School Dropouts

By Lisa Jennings

After rapidly gaining wide support during the late 1980's, proposals to deny driver's licenses to school dropouts have hit a roadblock in several states.

So far this year, legislative committees in at least five states have rejected so-called "no school, no drive" bills.

A growing number of critics argue that such legislation, while politically attractive, is likely to have a limited impact on the dropout rate. And, they warn, the proposals may divert attention from other approaches to the issue.

Skeptics say the early figures available from West Virginia, the state that pioneered such laws, suggest that the threatened loss of driving privileges has induced only a modest number of students to remain in or return to school.

Many opponents are concerned that "no school, no drive" offers nothing but a "Band-Aid" solution to a complex problem, said Donna C. Rhodes, executive director of the National Foundation for the Improvement of Education, which sponsors dropout-pre-

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Conn. Teacher Glut Leaves Students Who Must Repay Loans in the Lurch

By Debra Viadero

When Susan Katz was a college sophomore majoring in education, Connecticut's loan-forgiveness program for prospective teachers seemed like a golden opportunity.

Under the terms of the program, the state would provide loans for her tuition and she would pay them back by teaching in a Connecticut school. State officials at the time were predicting dire teacher shortages and, to Ms. Katz, there seemed to be no question she could get a job in the field.

Today, however, after five years and more than 100 fruitless attempts to find a job in 50 different school districts across the state, Ms. Katz's is understandably less enthusiastic about the program.

In November, despite her best efforts to land a teaching job, the young woman must keep her part of her bargain with the state and begin paying back her loan at the rate of $340 a month. And that expense, she said, is hardly affordable on the wages she earns working as a waitress and a bank teller.

"If I had had any idea this would happen when I accepted the loan, I probably would have reconsidered," she said.

Like a number of other young people in the state, Ms. Katz is discovering she has become the inadvertent casualty of a combination of state education reforms that, in essence, worked too well.

Owing to the state's efforts to increase teacher salaries and make the profession more attractive, the teacher shortages predicted by state education officials in the early 1980's never materialized. Now, according to state Commissioner of Education Gerald N. Tirozzi, Connecticut has a surplus of qualified teaching candidates in virtually every specialty area.

Students such as Ms. Katz, unable to find teaching jobs in a suddenly tight job mar-

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Lawmakers In Ky. Approve Landmark School-Reform Bill

By Reagan Walker

FRANKFORT, KY.—Kentucky legislators last week handed educators a roadmap to reform when they approved a landmark education-improvement and revenue package.

Passage of the bill was lauded by many as the most important action taken by the General Assembly this century and one of the most comprehensive restructuring efforts ever undertaken by a legislature. The General Assembly was under a state supreme court order to revise the school system.

"This package has been hailed as one that will move Kentucky from last to first," said Greg Stumbo, the House majority floor leader, when the House voted last week to concur with the Senate version of the bill.

The vote to accept the Senate bill meant that the measure could bypass a conference committee, and thus move directly to the Governor for his signature.

The vote came after nearly a month of emotional and sometimes confrontational debate, and only one day before the session ended. But the final majority for the extraordinary bill apparently was achieved through rather ordinary political means.

House leaders reportedly dangled certain construction projects in front of re-

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Parents as Partners:

Redefining the Social Contract Between Families and Schools

Jeffrey High

Besides the school, the family is the other crucial institution that shapes the life of a child.

So it is a little ironic that Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, had to urge last month: "Let's declare that—during the decade of the 90's—our goal will be to have all parents become full partners in the education of their children."

The sad truth is that far too many parents and teachers find themselves strangers. Separated by vast bureaucracies, mutual fear, and the lack of time and energy, parents and educators have slid into a polite, but distant, relationship.

Upheavals in family structure and in schooling are forcing both parties to reassess their respective roles.

In the months ahead, *Education Week* will examine efforts to redefine the social contract between parents and schools as America heads toward the 21st century.

The series opens with an eight-page special report that be gins on page 17.

Also in the news

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Grants will help states make 'systemic' school reforms that boost science and math.

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Schools figure prominently in plans for the environmental happening's 20th anniversary.

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After months of maneuvering, the House last week adopted a $29-billion initiative.

IN SUMMARY

Expulsions Urged
A new report on crime and violence in the Los Angeles schools has called for a major increase in the use of expulsion for students found to have committed serious offenses. **Page 8.**

Poland's Changing Schools
Wiktor Kulerski, the leader of Poland's Teacher Solidarity and a newly named first deputy minister of education, discusses recent changes in his country's educational system. **Page 10.**

Troubled by Tobacco
Reluctant to endorse cigarette smoking, the District of Columbia Board of Education will decide this week whether to reject a $1-million grant from the Philip Morris Corporation. **Page 11.**

A Blow to Chapter 2
Federal aid to religious schools under the program is unconstitutional, a U.S. district-court judge ruled last week in a case challenging public support for such schools in Louisiana. **Page 30.**

Turmoil in Texas
The Texas House has rejected a bill to equalize the state's school-funding formula, forcing lawmakers to begin a second session to fashion a plan by the court-imposed May 1 deadline. **Page 30.**

School-Funding Amendment
The California Teachers Association will support a proposed constitutional amendment that would alter the state's school-funding guarantee and relax the ceiling on state spending growth. **Page 32.**

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CONVENTIONS IN PRINT
An Education Week guide to the annual convention of the National Association of Elementary School Principals in San Antonio, Texas.
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ACROSS THE NATION

STATES

Castor Calls For Revamping Florida's Statewide Testing Program

Florida would streamline its statewide testing program and assess a broader range of student abilities under legislation proposed by Commissioner of Education Betty Castor.

"We do too much testing, and we do the wrong kind of testing," Ms. Castor said.

The legislation, which is based on the recommendations of a task force appointed by Ms. Castor, calls for scrapping the state's tests of minimum skills in grades 3, 5, 8, and 10, as well as the minimum-competency test required for high-school graduation.

In their place, the legislation proposes, districts would administer norm-referenced achievement tests and writing tests in grades 4 and 7, and the state would administer a nationally normed achievement test—which also includes a writing component—in grade 10.

The state would also create a competency test for grade 11, which students must pass in order to earn a high-school diploma. Students who performed well on the 10th-grade test, however, could be granted a waiver from taking the competency test.

Attendance Laws May Not Apply To Indians, Iowa Court Rules

School districts in Iowa cannot enforce compulsory-attendance laws against Indian families unless their tribal governments have specifically agreed to uphold those laws, the state supreme court has ruled.

The court ruled last month that unilateral application of the state's compulsory-education law would "interfere with tribal self-government."

Specifically, the court ruled that the South Tama School district could not compel Anna Lee Bear and Archie Bear, members of the Sac and Fox Tribe of Mississippi in Iowa, to send their son to school.

According to court papers, the Bears, who live on the Tama Indian Reservation, were charged with three counts each of failing to obey the attendance law during the 1987-88 school year. Lawyers for the state also charged that the Bears ignored orders to appear before a local magistrate on those charges.

But the court held that because the Sac and Fox tribal government has never consented to obey Iowa's compulsory-attendance laws, the federal courts have "exclusive jurisdiction" in the matter.

The court also found, however, that the state could prosecute Ms. Bear on criminal harassment charges that stemmed from the disagreement over school attendance.

■ **The Texas Education Agency's recent implementation of a program that uses Social Security numbers to identify students has met with resistance from Hispanic and civil-liberties groups.**

The groups say they fear the U.S. Immigration and Naturalization Service will use the system to track undocumented aliens.

Parents of all public-school students in the state were asked to submit their children's Social Security numbers by March 16. Children whose parents did not submit the numbers were assigned an eight-digit number preceded by an "S."

An education agency spokesman said the identification numbers will be used to establish a computerized information system to aid in the transfer of records among districts. He added that the agency is prohibited by state law from sharing the information with federal agencies other than the Education Department and the Office of the General Controller.

But Joe Cook, president of the Dallas Civil Liberties Union, said that asking students to submit a Social Security number violates their right to privacy, and that he is skeptical of the state's assurances that the information will be used properly.

■ **The hiring practices of the Colorado School for the Deaf and Blind have come under fire in a new report by a team of state auditors.**

Investigators from the Colorado legislative audit committee said the Colorado Springs school may have endangered the well-being of its 161 students by failing to check its employees' backgrounds for possible criminal records.

They said the school had hired a thrice-convicted rapist as a dormitory supervisor and hired other employees who had arrest records for burglary, resisting an officer, and shoplifting.

In addition, according to the report, one staff member was listed on the state's central child-protection registry—a list of people suspected of abusing or neglecting a child.

Gordon Kaufman, superintendent of the school, said the harshly worded report was misleading. He noted, for example, that the convicted rapist had resigned less than a week after he was hired. He left after the school's personnel director contacted the local police department in search of information about the man.

Mr. Kaufman also said the Colorado Bureau of Investigation had repeatedly failed to honor his requests for the criminal records of employees.

■ **A Pennsylvania judge has ruled that the Valley Forge Military Academy violated a senior cadet's rights under the state's "student bill of rights" when it expelled him for allegedly possessing a small amount of marijuana.**

The ruling last month by Delaware County Court Judge John V. Diggins is thought to be the first in the state to apply Pennsylvania's student bill of rights to a private school.

The judge said the prestigious private school in Wayne had violated the 1984 law when it refused to allow 17-year-old Joseph Christopher Ciccarelli to have a lawyer or his parents present during a hearing on the charge against him.

The judge also noted that the school failed to inform the student of the allegation against him, provide him with adequate notice of the hearing date, or allow him to confront his accusers—all requirements under the state law.

Mr. Ciccarelli was expelled in January after school officials conducted an impromptu search of luggage belonging to students leaving for a school-sponsored ski trip. The bag of marijuana allegedly was found in the boy's ski pants, which had been hanging in another student's room for several days before the search.

The court ordered the academy to reinstate Mr. Ciccarelli. The academy is expected to appeal the decision.

■ **Nonpublic schools seeking state accreditation in Mississippi will be charged for copies of three standardized tests** under a new policy of the state board of education.

Each of the 49 nonpublic schools seeking accreditation from the state department of education will pay a per-pupil fee for the tests, a spokesman for the department said. Schools seeking state accreditation must administer the tests to their students.

The board, concerned over spending state money on private and parochial schools, adopted the policy last month. The decision will cost the schools a total of about $16,000 this year, officials said.

■ **A New York student who was living with her aunt must attend school in the district where her parents live**, a federal district court judge has ruled.

In a summary judgment, U.S. District Judge Thomas McAvoy wrote that "there is no presumption that the child's residence is wherever the child is presently located."

The case, *Rogowski* v. *New Hartford Central School District*, involved a student who said she lived with her aunt in the New Hartford, N.Y., school district. Her parents lived in Utica, in another district.

The New Hartford district originally agreed that the student could attend school there, and she enrolled in junior high in January 1987. But after an internal investigation, the district's lawyer said, school officials determined that she did not live in the district, and she was expelled in Sep-

Students in Space

AP/Newsfinder

Students from McKinley Middle School in Racine, Wis., work underwater to prepare for the feeling of weightlessness they will experience during a simulated space shuttle flight later this month. The students will spend 50 hours in the simulator.

PARENTS as Partners

Redefining the Social Contract Between Families and Schools

Jeffrey High

By Lynn Olson

Ask educators who has the most influence in determining whether a child succeeds academically, and they will almost always answer "parents."

Schoolpeople understand that parents are their children's first and primary teachers, that they are the only ones who follow a child's progress from year to year and during nonschool hours.

"Trying to educate children without the involvement of their family is like trying to play a basketball game without all of the players on the court," argues Senator Bill Bradley of New Jersey, a staunch advocate of family-school collaboration.

But while educators acknowledge parents' importance in theory, they fall short of acting on their beliefs in practice. True, there are schools here and there that reach out to parents and treat them as equal partners in the education of their children.

But far more schools bar parents from observing classes, schedule meetings during the day when working parents cannot attend, and in countless other ways send the message that parents are unimportant and unwelcome.

"Surprisingly large numbers of parents are excluded from even the most common communications with schools," notes Joyce L. Epstein, director of the Effective Middle Schools Program at Johns Hopkins University in Baltimore.

Surveys she has conducted of teachers, principals, parents, and students in 600 Maryland elementary schools found that more than a third of parents had no conference with a teacher during the school year. About 60 percent had never talked with a teacher by phone. And most had never been involved in deep or frequent discussions with teachers about their children's progress.

As the two major forces entrusted with educating and socializing children in society, parents and teachers should be natural allies. But far too often, they find themselves on opposite sides of an exceedingly high fence.

Some of the blame rests with educators, who fear parents' looking over their shoulders or interfering in their classrooms.

But part of the fault also lies with parents. According to the 1987 Metropolitan Life Survey of the American Teacher, a majority of both parents and teachers agreed that many or most parents leave their children alone too much after school, fail to discipline them, fail to motivate them to learn, take too little interest in their children's education in general, and neglect to see that their children's homework gets done.

Continued on Page 18

Despite Common Commitment to Children, Parents, Teachers Often Find Themselves at Odds

Continued from Page 17

It is a "great irony," writes Sara Lawrence Lightfoot in her now-classic study, *Worlds Apart: Relationships Between Families and Schools*, that "families and schools are engaged in a complementary sociocultural task and yet they find themselves in great conflict with one another."

A Distrust That Remains 'Smoldering and Silent'

Until recently, lack of attention to the role of families in education has amounted to a "parent gap" in school reform, according to Dorothy Rich, founder of the Home and School Institute Inc.

A Nation at Risk, the most famous of the reform reports, addressed parents only in a postscript: "As surely as you are your children's most important teachers, your children's ideas about education and its significance begin with you."

The document urged parents to participate actively in their children's schooling, but remained silent about what schools should do to help.

Now, that is changing.

"People are recognizing that the notion the school can be hermetically sealed and can do it without the parents is an illusion," says Henry M. Levin, professor of education and economics at Stanford University.

Measured by rhetoric, at least, parent involvement has never fared better.

In his State of the Union Message in January, for example, President Bush said: "We've got to take the time after a busy day to sit down and read with our kids, help them with their homework, pass along the values we learned as children. And that's how we sustain the 'state of the union.' "

Nearly every major report on schooling released in the past year has emphasized the role of parents in making education work.

"Families and middle-grade schools must be allied through trust and respect if young adolescents are to succeed in school," argues *Turning Points*, the 1989 report of the Carnegie Council on Adolescent Development.

"If our nation is to progress toward a goal of a 100 percent graduation rate by the year 2000," states the Council of Chief State School Officers in a report released last month, "we must take every possible step to strengthen the resources of the family and connect them to the schools."

Beyond the Rhetoric

Scattered across the country are places where action is following words, where pieces of the home-school relationship are being nurtured and developed.

States such as Arkansas and Missouri have created programs to help parents prepare youngsters for learning before they reach school age. Others, including South Carolina and California, have adopted policies for reaching out to parents once their children begin school.

A few states, such as Connecticut and New York, are experimenting with efforts to place comprehensive services for families within school buildings.

Similar changes can be found at the school and district levels. The most radical experiment is in Chicago. There, a parent-led council at each school has the power to hire and fire principals, develop a school-improvement plan, and eventually take control of much of the school's budget.

Numerous states and districts have also passed or are considering proposals that would give parents a choice about which school their child attends—one of the most direct ways for parents to influence their children's education, advocates argue.

And a few states, including Hawaii and Colorado, are trying to set an example for the business community by giving their employees paid time off to attend parent-teacher conferences and other school events.

Nonetheless, most parent-involvement efforts remain fragmented, narrow in scope, and sporadically funded.

Experts say the relationships between most schools and parents range from polite but not intimate to wary and distrusting.

The sheer size of many schools and districts makes it difficult for educators to know families individually.

Lay school boards—whose members are not necessarily parents—make many of the central decisions about learning. And a burgeoning bureaucracy has left both parents and teachers feeling isolated and bewildered.

Middle-class parents—and those who send their children to religious or private schools—have probably suffered least from such dislocations. But in urban areas, where a growing proportion of poor and minority parents confront a predominantly white, well-educated teaching force, the relationship has become frayed indeed.

Inevitable Conflicts?

Part of the antagonism may be a natural byproduct of the different roles that parents and teachers play in children's lives.

Parents want what is best for their children, Ms. Lightfoot notes, while teachers search for standards of "fair-

Until recently, lack of attention to the role of families in education has amounted to a 'parent gap' in school reform.

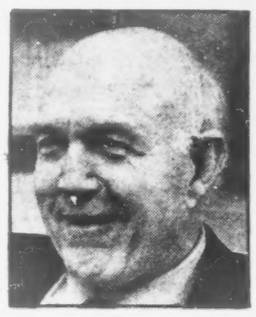
–Dorothy Rich

People are recognizing that the notion the school can be hermetically sealed and can do it without the parents is an illusion.

–Henry M. Levin

We've got to take the time after a busy day to read with our kids . . . pass along the values we learned as children.

–President Bush



Family as we conceive of it no longer corresponds to family as it now exists.

–James S. Coleman

Children Under 18, By Head of Household

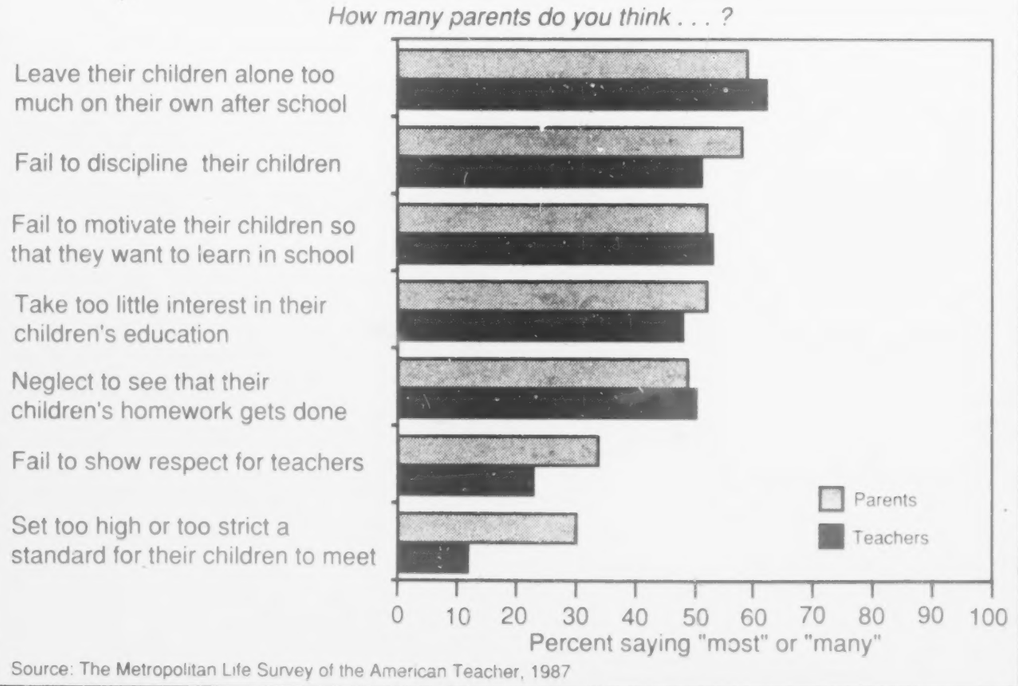
	1970 %	1980 %	1987 %
Two-parent	87.2	78.4	73.0
One-parent	12.8	21.6	27.0
Female-headed	11.5	19.4	23.7
Male-headed	1.3	2.2	3.2

Source: U.S. Bureau of the Census

Cleo Freelance Photo

Criticisms of Parents

How many parents do you think . . . ?


Leave their children alone too much on their own after school
Fail to discipline their children
Fail to motivate their children so that they want to learn in school
Take too little interest in their children's education
Neglect to see that their children's homework gets done
Fail to show respect for teachers
Set too high or too strict a standard for their children to meet
Parents
Teachers
0 10 20 30 40 50 60 70 80 90 100
Percent saying "most" or "many"

Source: The Metropolitan Life Survey of the American Teacher, 1987

AP/Wide World

Once children enter school, teachers assume much of the responsibility for the education and socialization of youngsters. But while parents and teachers should be natural allies, they often find themselves on opposite sides of an exceedingly high fence. At left, three mothers watch their 2nd-graders on the first day of school in Racine, Wis.

ness" that apply to all the youngsters in their classroom.

When parents sense that the particular needs of their children are being slighted, it can even lead to the kinds of adversarial advocacy that have characterized litigation over special education during the 1970's and 80's.

As parents and teachers argue about who should control a child's life in school, Ms. Lightfoot contends, conflict is inevitable.

"The ambiguous, gray areas of authority and responsibility between parents and teachers exacerbate the distrust between them," Ms. Lightfoot writes. "The distrust is further complicated by the fact that it is rarely articulated, but usually remains smoldering and silent."

An 'Organically Related' Whole

Yet, the ties between parents and teachers have not always been so tenuous.

In 19th-century rural America, children acquired much of their moral, vocational, and academic learning from families and neighbors. Schools supplied only part of the education that a community provided.

"A child growing up in such a community," writes David B. Tyack in *The One Best System: A History of American Urban Education*, "could see work-family-religion-recreation-school as an organically related system of human relationships."

Schools in such environments were often the focus of people's lives outside the home. "Most rural patrons had little doubt that the school was theirs to control," Mr. Tyack notes, "and not the property of the professional educator."

Indeed, teachers were often kith and kin to those they taught, or boarded in the homes of area families.

Such symbiotic relationships rarely characterized the connections of most black families to the schools, or the experience of other ethnic minorities. But they would persist in many rural areas until after World War II, when consolidation would speed the demise of the one-room schoolhouse.

By the beginning of the 1890's, however, a far different model was developing in large urban districts. There, reformers asserted that industrialization and a growing immigrant population required a new kind of schooling: one that was more standardized, more bureaucratic, and run by professionals.

As the organization of urban schools shifted, the locus of power moved with it: from the control of laymen—including parents—to that of professional educators.

"With the professionalization of teaching, and particularly of administration, in the 1920's, 30's, and 40's, the feeling developed that parents should be held at arm's length from the schools," says Lawrence A. Cremin, the Pulitzer Prize-winning historian, "and that professionals should make the decisions about what education is best."

By the 1950's, Ms. Rich says, such attitudes had led to a widely accepted assumption that the "school could do it all," that parents and other community forces were no longer needed to educate students.

The 1960's brought a revival of parental advocacy both inside the system—through such federally mandated programs as Title I compensatory education—and outside, as in the "community control" movement.

But the civil-rights conflicts of the 60's also served to increase the distance between many schools and their surrounding communities.

In more recent years, efforts to shift key decisions about schooling to the state and district levels—and away from individual schoolhouses—have attenuated that relationship even further.

Parent-School Connections

For each of the following aspects, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect.

	Excellent %	Good %	Fair %	Poor %	Not Sure or Not Applicable %
Parents:					
The availability and responsiveness of teachers when you need to contact them	38	38	16	8	1
The amount of support for the school shown by the parents	26	41	23	9	1
The relations between parents and teachers in your school	25	47	21	7	1
Teachers:					
The availability and responsiveness of parents when you need to contact them	16	38	34	12	1
The amount of support for the school shown by the parents	22	36	31	11	*
The relations between parents and teachers in your school	18	52	24	5	*

* Less than 0.5%.

Source: The Metropolitan Life Survey of the American Teacher, 1987

Satisfaction With Frequency of Contact

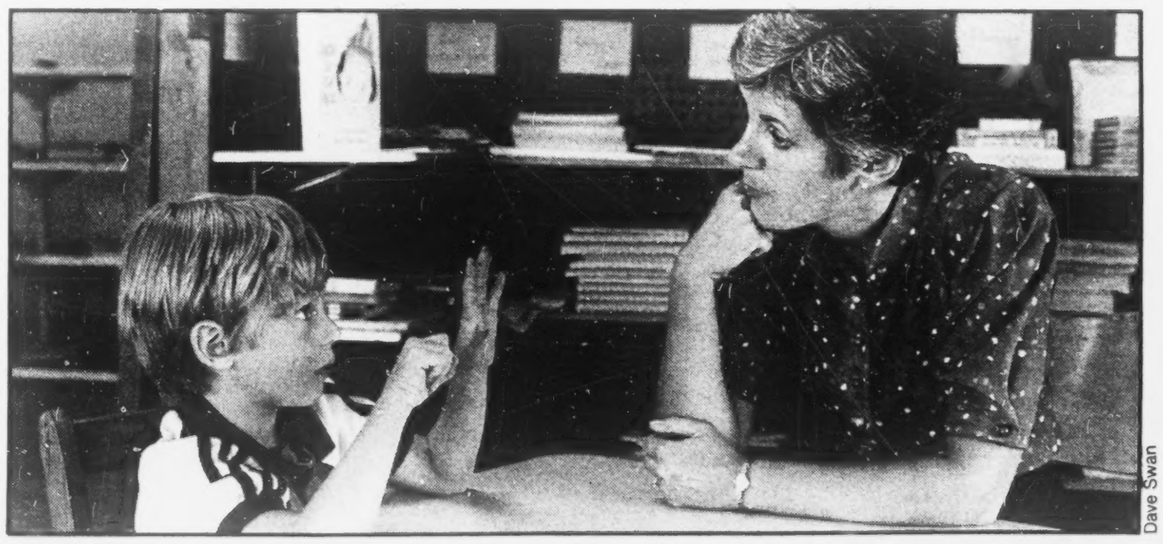
How satisfied are you with the frequency of contact you have with your child's teachers and school —very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Total Parents	53%	32%	10%	5%

How satisfied are you with the frequency of contact you have with your student's parents —very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Total Teachers	33%	45%	18%	4%

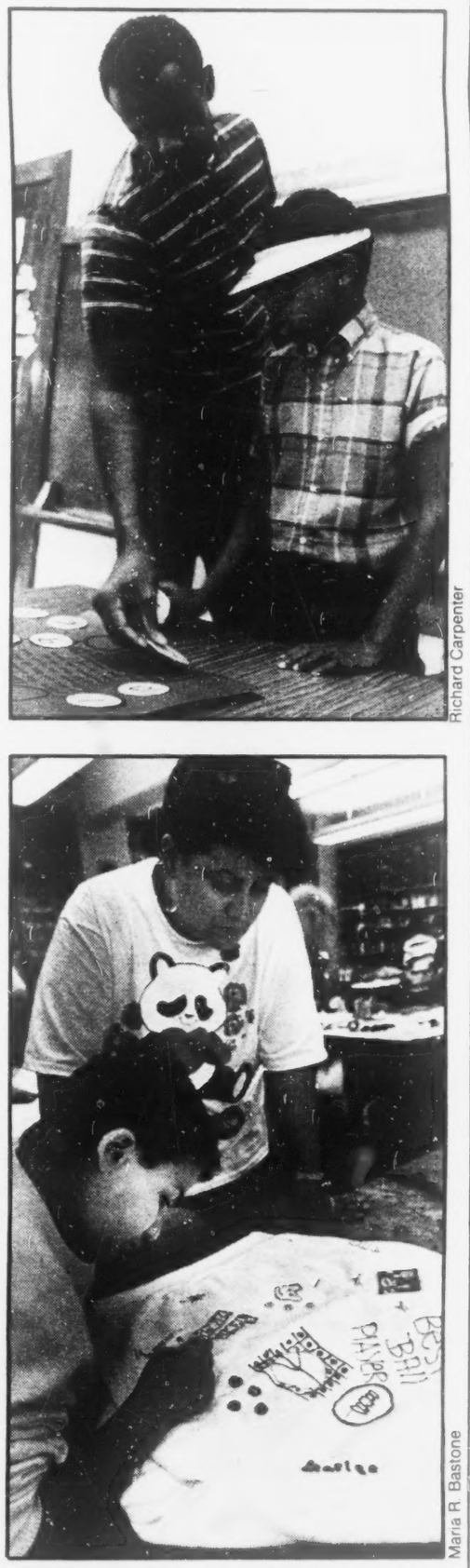
Source: The Metropolitan Life Survey of the American Teacher, 1987



Dave Swan

Experts contend that the presence of parents and other community members in the schools helps heighten a child's sense of belonging and reduces the dissonance between home and school. In addition, social events can provide an opportunity for parents and teachers to interact in relaxed and positive ways.

Richard Carpenter



Maria R. Bastone

The American Family: An 'Imperiled' Institution

Today, unprecedented stresses on the family and upheavals in the family structure itself are providing an impetus for reconsidering the ties between schools and communities.

"The longer it goes, the more I'm beginning to suspect that—in America today—the family is a much more imperiled institution than the school," said Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, in a speech to the National Governors' Association last month.

The rapidly changing dynamics of American families are having reverberations throughout society. But nowhere have those changes hit harder than in the public school system, which is itself undergoing major upheavals.

As James S. Coleman, professor of education and sociology at the University of Chicago, phrases it: "School as we conceive of it implies family as we conceive of it. Yet, family as we conceive of it no longer corresponds to family as it now exists."

For example:

- Sixty percent of today's students live in families where both parents—or the only parent—work. By 1995, two-thirds of all preschool children, and four out of five school-age youngsters, will have mothers in the labor force.
- Demographers predict that half of all first marriages today will end in divorce. Already, two out of five children under age 18 live in stepfamilies or with a single parent.
- One out of every five children lives in poverty, and the rate is twice as high among blacks and Hispanics.
- During the past two decades, waves of immigrants—from Latin America, the Caribbean, and Southeast Asia—have filled the schools with children whose language and culture differs from that of most teachers.

As long as educators cling to the ideal middle-class image of the family, Ms. Lightfoot warns, they will not be able to search for constructive alliances with the majority of families who do not match that stereotype.

"Given increasing divorce rates, the growing numbers of single-parent families and families in which both parents work, and the general complexity of modern life, even children of well-educated, middle-class parents can come to school unprepared because of the stress their families are undergoing," asserts James

Continued on Page 20